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ABSTRACT

A West German electronics corporation designed a workshop to provide managers with fast access to the American culture through the cues provided in American language. The aim was to promote more effective communication with American business partners through sensitization to American communication styles, their principal modes of expression, their origins in value patterns, and how they operate as communication cues. Two basic instructional methods are used, dependent on the linguistic skills of the group. The first begins with examination of central "moves" or linguistic elements in the overall communication strategy ("anchor gambits") and progresses to study of alternative ways to communicate the same thing, the role of intonation, emphasis, intended message in coded form, body language, and finally, synthesis of elements for one communication style such as small talk, presentations, or negotiation. The second method takes the process in reverse, beginning with the communication style and working back to the anchor gambits. Planned pedagogical strategies were developed for each method. Twenty main American values are studied. American trainers, Americans with little experience with German or Germans, and German managers participate in the workshop's intercultural interactions, which occur in the form of role-playing. (MSE)

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TRAINING THE MULTI-CULTURAL MANAGER

by

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TRAINING THE MULTICULTURAL MANAGER

> "Culture includes all aspects of human life in so far **as determined and conditioned** by our membership in society. Society and language are **mutually indispensible** ... and human society in any form could be maintained only among people speaking and understanding **a language in common use.**"
>
> (Sir Edward Burnett Tylor)

Tylor wrote these words 116 years ago (Primitive Culture, 1871), before the advent of multinational corporations, global markets or the information society as we know them today. The intervening time, however, has, as in the case of a good whisky, matured and enhanced their flavor to the point where they can be decanted and savored in regard to the modern business communications. The "**language in common use**" by the international business community is undoubtedly English. There are some 350 million mother tongue speakers, while in addition 70% of all radio broadcasts, 60% of world correspoondence and 90% of technical, scientific and business publications [1] are in English. In fact, one person in seven alive today understands or speaks English to some extent [2]. International business depends to an increasing degree on English as a lingua franca.

Statistics unfortunately don't guarantee flawless communication, far less understanding. Society and language are two sides of the one coin, "**mutually indispensible**" for charting the seas of intercultural communication in business. The trouble is that this "one person in seven" may come from any of three major groups; those with English as their mother tongue (USA, GB, Australasia), those from bilingual or multilingual cultures (India, Africa, S.E.Asia), and those from cultures or societies where English is an acquired second language for educational or professional purposes (S.America, Europe, etc.). They're all using English as a communications tool, but tuning it to fit the wavelengths of their own cultural mentality, assumptions and values. The message is embedded in language and consists of a synergy between culture and language. The cultural relativity arising from this type of synergy tends to cause the headaches, since the subjective cultures, i.e. the way we think and act **as determined and conditioned** by our membership in a given culture, colors both simple expressions and extended communication interactions.

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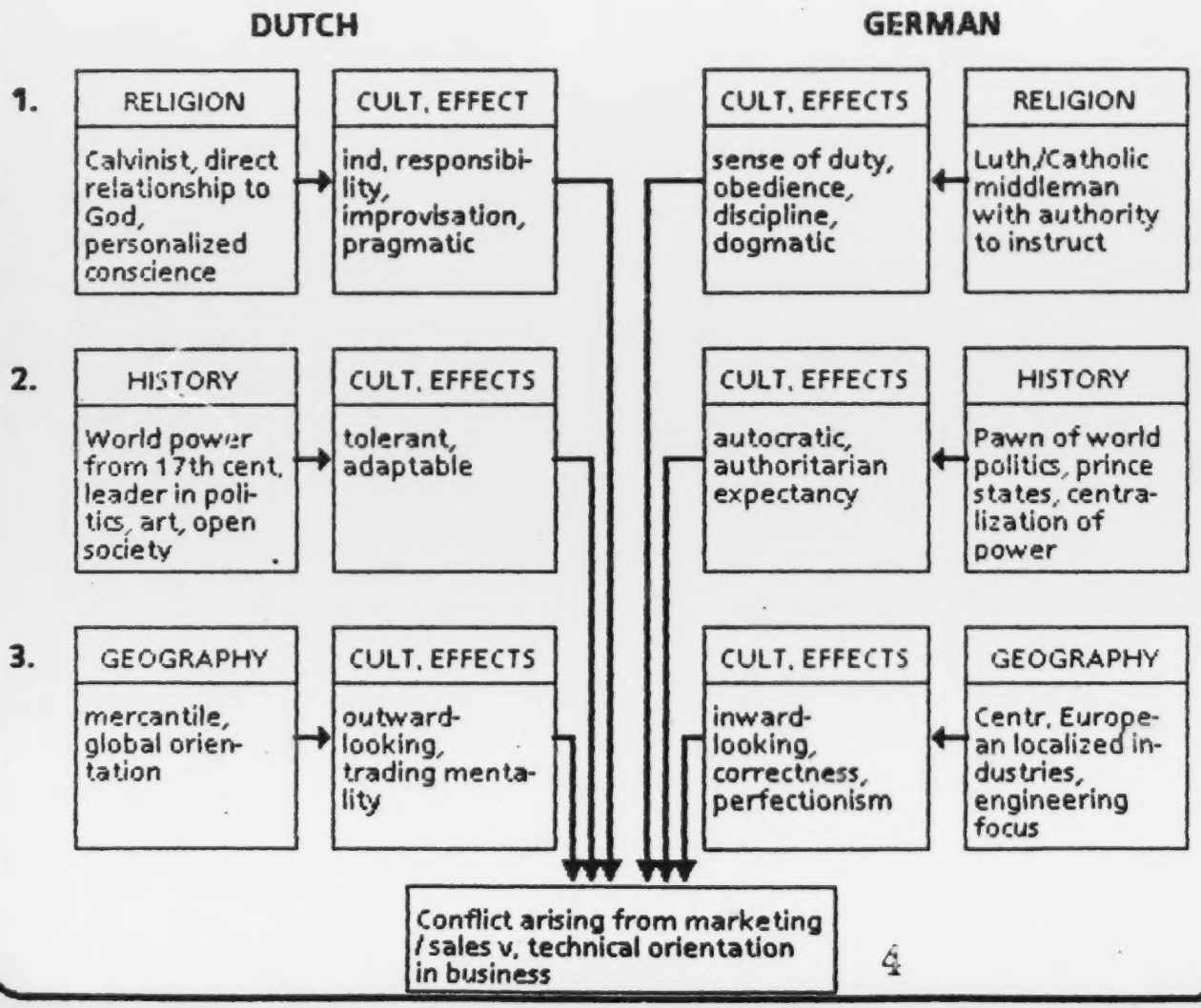
1) Quirk, A Grammar of Contemporary English, Longmann (1972), p. 4.

2) Encydopedia Britannica, Micropedia Vol. 4 (1985), p. 500.

An example would be the word "frontier", which is defined in Roget's Theasaurus as "confines, bounds, boundary, border, limit, limitation, restriction". A Briton would immediately associate frontier with N. Ireland, i.e. a dividing line, whereas an American would think more of the frontier spirit. For a German on the other hand, the East-West German frontier (die Grenze) inevitably bring connotations like "the wall" or "orders to shoot" with it.

As a case in point regarding extended communication interactions, I'd like to cite a European company in the record, video cassette and CD disc branch. The company belonged 50 - 50 to a German electronics and a Dutch electronics corporation,. In 1985 the German company sold its share to the Dutch corporation since the two managements couldn't agree on business strategy, especially with regard to the US market. Strange, you might think. They're all Europeans, next-door neighbors, have similar languages. The root of the problem lay in mentality, determined and conditioned by cultural thinking, as can be seen in this diagram distilled from "Der Holländische Kaufmann", Th. Metz, Deutsch-Niederländische Handelskammer, den Haag 1963



H. C. Triandis expressed the idea of cultural relativity as follows, "When we learn the language of a cultural group we learn part of its subjective culture, but there is more to subjective culture than mere language. People can be experts in the language of a cultural group yet have a limited understanding of its subjective culture".3)

Though it is true that there is more to culture than language, language still remains both the central data bank and distribution network of culture. The language remains a prime vehicle for communicating all the **essential cues** to "reading" and interpreting the mentality, assumptions, values, expectations and norms of a culture.

At this point you're ready to accuse me of oversimplifying, and you're right, since cultural relativity also applies to both other symbolic systems of communication such as body language and behavior patterns, and since a person's "mentality" is also shaped and influenced by his individual values, and, in the case of a businessman, by his corporate values.

We at Siemens AG had and have no wish to oversimplify, but rather to find a relatively simple mode of access to cultural data banks via **cue linguistics**. The interface we were initially concerned with was the US-German electronics business, since Siemens had begun moving more into the American market in the 70s and had increased its commitment markedly in the 80s. The result was an increasing number of business seminars with mixed groups of US and German nationals. The seminar language was and is English. American participants had the following to say, "They (the German nationals) spoke English, and normally they spoke it very well. But it didn't take one very long to realize that we were speaking English but we really were not communicating with one another ... . **We had problems understanding the German mentality, and I'm sure thay had problems understanding the American mentality**. We basically had a communications problem". Another American executive put it like this, "**You know, when I come away from a meeting With our (German) top management, I often ask myself what they wanted to say and whether they have really understood what I have been trying to say**".

The task we had then was to design a workshop to provide managers with fast access to the American cultural data bank via the cue language of American cultural mentality. The aim of such a workshop would be to create greater sensitivity in US-German business interactions and to provide a realistic basis for building on the strengths of both the American and the German culture, thereby achieving positive synergy. The basic question we asked ourselves was: how can we provide a framework that will enable our German managers to "pick up the cues" and at the same time do better than just avoid miscommunication? The framework should be valid for other cultural-business interfaces, too.

We came up with the following cornerstones of the workshop, which, incidentally, is called "Effective Communication with US Business Partners":

1. - The learning concept and methodological mix is a key element in the awareness process.
2. - The trainer role is basic to the sensitization process and has to be carefully delineated.
3. - The "cue language" is the pivotal point of the workshop.
4. - "Real life" has to be incorporated into the workshop.

We had no wish to denigrate the importance of behavior patterns or body language but felt that in the 5 days available to us **cue language** aspects of intercultural communication should be the central focus.

1. Learning Concept of Workshop

The Workshop takes a triple-track approach:

Track 1: Information, cognitive-processing track which claims right-side brain attention, though not necessarily in an exclusive way. This track covers the overview, film input, exploitation and to some extent evening program. The emphasis is clearly laid on analytical methodologies leading to understanding of
- What is different (values, assumptions, expectations)
- How it is different (forms of their expression)
- Why it is different (background / genesis)

Track 2: Cognitive-experiential track which takes analysis of communication styles (= language + body language + social convention, etiquette) as its starting point and uses modeling to move toward a feeling for the differences in communication styles (experiential). This applies to the gambit sessions * in the first place, but there is also a kind of osmosis with the exploitation periods where the trainer represents a linguistic model for American communication styles and works with participants on central communication cues. This means that trainers should consciously try to model the gambit areas of the day during the exploitations of video input (= proactive modeling reinforcement).

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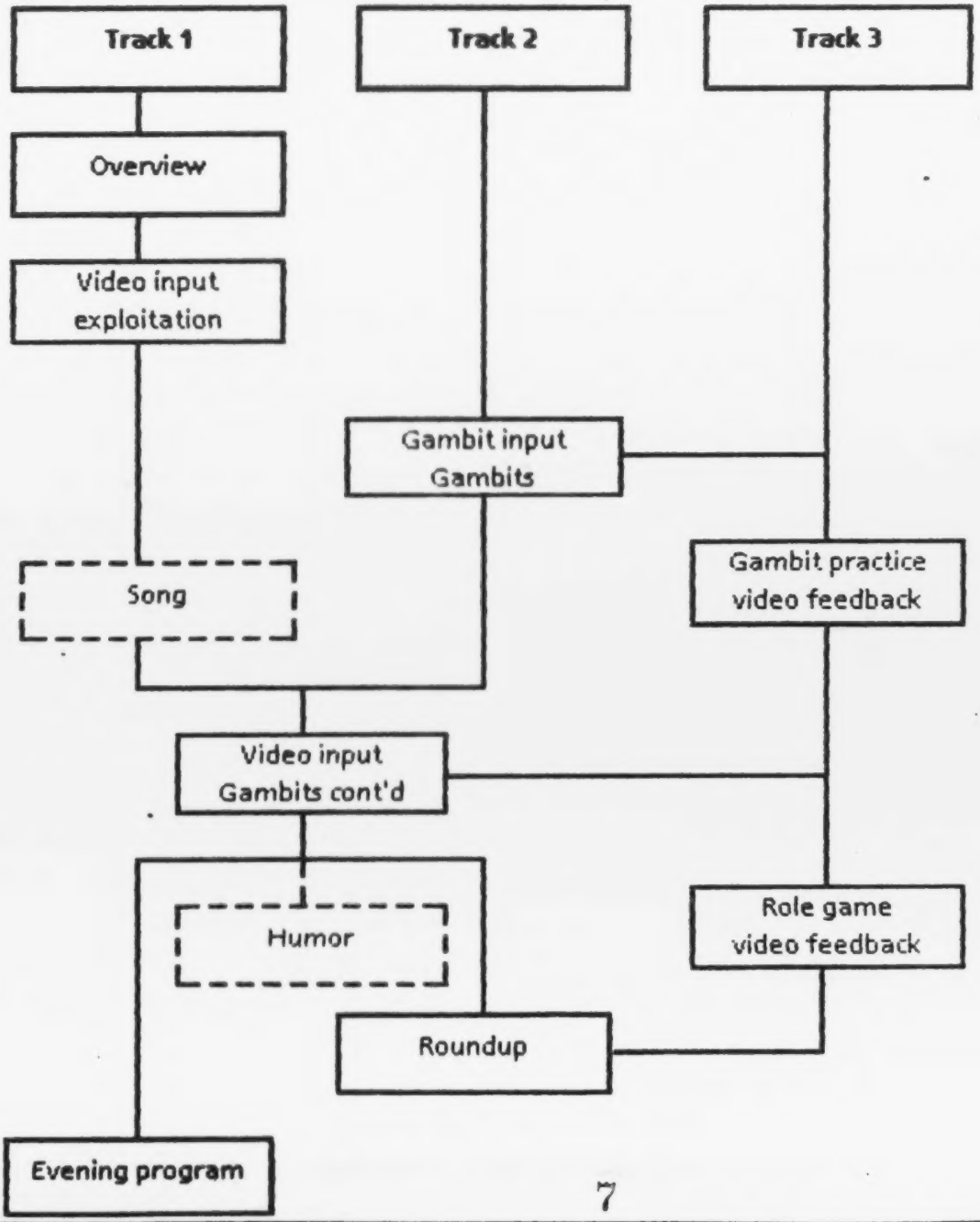
* a term borrowed from chess to describe linguistic elements or "moves" in an overall communications strategy.

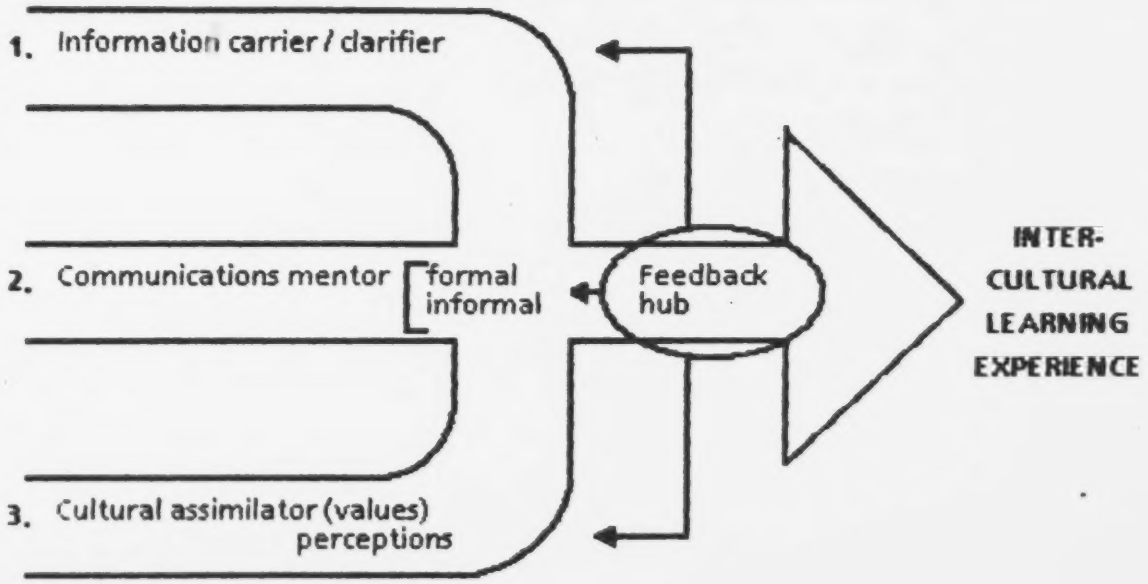
Track 3: Experiential learning + analysis track which comprises gambit practice, role game sessions, video feedback on both and roundup.

Participants should be advised by trainer to distil new learning from these experiences by writing it down in their Personal Planning Notes each day. It should be fairly clear that we move here to stress left-side brain, learning "through the gut", which should culminate with the participants' meeting with the American business partners.

When the overall theory is boiled down to block diagram form, it looks as follows:



2. Role of Trainer



Though the above diagram says everything about the trainer's role in the workshop, it's nevertheless important to make a cautionary remark before going any further. It is a serious mistake to try to transfer the "teaching mentality" from language courses en bloc, as it were, to the intercultural workshop. That doesn't work for the simple reason that the learning objectives are both different from and complementary to those of language courses. Let's spell them out in parallel tables:

Language course	Intercultural workshop
1. Structures are taught • K + P sheets *, grammar, lang. lab., grammar roundup	1. Structures are only touched on where important to communication
2. Functional language is taught and practised • Gambits, sit. prac., role game, feedback	2. Functional language is treated as constituting complete styles of communication and providing cues to value patterns

* Daily "before and after" check on individual learning progress via Knowledge and Progress Sheets.

3. <u>Vocabulary</u> is treated directly + indirectly • Ep. summaries, explanations in group, memory cards	3. <u>Vocabulary</u> is taken as read, since the overall messages form the focal points, i.e. communication flow takes precedence over lexical dissection
4. <u>Feedback</u> is corrective of lapses in all above fields	4. <u>Feedback</u> moves between language and the deeper level of cultural appropriateness of communication
5. <u>Intercultural themes</u> are touched on but not dealt with in depth	5. <u>The themes and the trainer</u> join together to provide the Ps with genuine possibilities of a) insight into mentality / values b) cultural asssimilation c) communication skills d) style switching if desired
6. <u>Linguistic modeling</u> with moderate information level (e.g. Bid for Power) plays the central role	6. <u>Information</u> plays a more central role and modeling is more deliberate - developing from trainer modeling to American business guests as models
7. <u>Better understanding, fewer mistakes</u> and <u>confidence / flexibility</u> in using the language as communications tool are the final goals	7. <u>Self-awareness and intercultural sensitivity</u> are the final goals, together with the curiosity to find out more and the readiness to take a synergistic approach

Let's come back now to the trainer role diagram, and take the trainer as information carrier / clarifier and go into the skills required for this part of the role:

2.1 <u>Personal v Cultural information carrier</u>

The trainer has to keep in mind that he / she is performing a balancing act in several different senses

He / she has to be clearly aware where his / her own experience converges with and diverges from the value systems dealt with in the workshop, and what is even more essential, to learn to relativize his own personal experiences and views. If he / she cannot achieve this admittedly delicate balance, he / she creates a credibility gap in

the participants which virtually destroys the value of the trainer as a) an authoritative source of information and b) a communications model, with catastrophic effects on both group dynamics and the learning process. Furthermore, he / she is the filter or interpreter for the participants and should therefore be objective rather than subjective in eliciting value patterns, assumptions, expectations etc. from both the workshop materials and the participants' experience of "Americans". He / she should always point out that cultural value patterns are deep-seated, constant over long periods of time, rooted in historical developments, geographical circumstances, and "spiritual" movements in the widest sense (i.e. religious, philosophy, educational priorities etc.). So it's essential for the trainer to know himself / herself well enough to abstract from his / her individual convictions.

- Once the basis of cultural values has been established, the trainer has to be skillful enough to point out the factors that cause deviation. These can be:

  - personal experience, eg. family values, part of the country
  - situational factors, eg. social role perception
  - educational level
  - Communications media available, eg. phone, face-to-face
  - language familiarity, skill level
  - contact with other cultures, eg. assignment in South America

To conclude, the information should be accurate and related, together with acceptable explanation of deviations, to the major and minor values of the workshop days as they now follow.

	Day One	Day Two	Day Three	Day Four	Day Five
Overall Theme	COMMUNI-CATION	VALUES	INFORMATION	PERCEPTIONS	SYNERGY
major values	Informality Equality Friendliness Directness	Optimism Individuality Action bias Initiative Risk-taking	Bottom line Be specific Time is money (urgency) Information	Achievement Excellence Pragmatism Opportunity Freedom	Innovation Change / Progress bias Networking Feedback
minor values	Neighborliness Self-reliance Self-assertion Competitve-ness	Pragmatism Can-do Competitive-ness Control of future	Quantification Directness in communication + feedback Rational approach	Mobility Toughness Directness in decisions Business etiquette	Information

You'll notice that there is some overlapping, which doesn't do any harm, but also that we deal systematically with a collection of 20 values. These values correspond to what has been discovered about Americans and American culture in innumerable studies, interviews and field work.

2.2 Communications model

- This aspect of the trainer's role is somewhat more subtle - another way of saying complicated. The trainer has to communicate naturally, but at the same time get out of his skin to monitor his own input. The awareness of one's own interaction shadow can be uncomfortable.

It's all very well to tell trainers just to be themselves as an American, but that does not alleviate their underlieing insecurity in the training situation. The trouble is that this type of communications analysis is still relatively new, so there is little research on the subject. The other trouble is that we are committed to the thesis language + culture = communication, so we can't get around the L1 and L2 * approach to gambits, role game and feedback, nor do we want to. I concede that it's not easy, but not that it's not possible. So how can the trainer get geared up for it? The first step would be to reflect on and work out one's own communicaton style(s) in the situations we deal with in the workshop and to get clear what is "American" and what is peculiarly individual. The next step is to study the workshop materials from a communication styles point of view and to test these mentally against the experience of family, friends, acquaintances etc. Here it's worth pointing out that the fact that trainers have never negotiated a contract on behalf of Siemens AG does not disqualify them on American language functions and communication styles for negotiations. They've negotiated buying a car, hire purchase, renting a house, so they actually have the experience - they just haven't worked it out yet systematically into hard sell, soft sell, blocking, compromising etc. The most fruitful approach I've found for myself is applying 2 questions to everything:

1. What does X mean? = L1
2. What does he mean by X? = L2

2.3 Trainer as Cultural Simulator

This is likewise a tricky area, but it ties in relatively simply with everything said so far. If I might crystallize it in question form once again, it would be:

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* L1 = what is said (or done)
L2 = what is intended, communicated, understood

Is that how an American would feel?
(values, norms, expectations)
Is that how an American would see it?
(perceptions, categories, assumptions)
Is that how an American would put it?
(communication styles)

Whereby the workshop uses the 3rd question as its springboard to increased cultural awareness and synergistic communication.
Of course, the fly in the ointment is how you conceive "an American", but we've already narrowed that down to a range of values, a limited number of communication styles, and a finite body of information. This does not preclude surprises, or the wish of participants to go into a value area we do not directly deal with, eg. religious beliefs and their role in American culture. The cultural assimilator approach has, of course, been very well dealt with and developed by R. Brislin et al. 4).

3. "Cue Language" as Workshop Pivot

The overall aim is to imbue the participant with an increased awareness of

- American communication styles,
- their mainline modes of expression,
- their genesis in value patterns,
- and how they operate as communication cues,

and this in order to ensure that the German manager has his antenna properly tuned and adjusted to react to the myriad of cues he is presented with in intercultural interaction with his American colleagues in both business and social contexts. The communication styles dealt with relate directly to the US value patterns covered in the workshop, such as, for instance, American informality, which many Germans find difficult to react to. Of course, this necessarily involves a contrastive approach, since grasping a different mentality is virtually impossible without reflexion on one's own. The following diagram illustrates the difference from a purely cognitive point of view.

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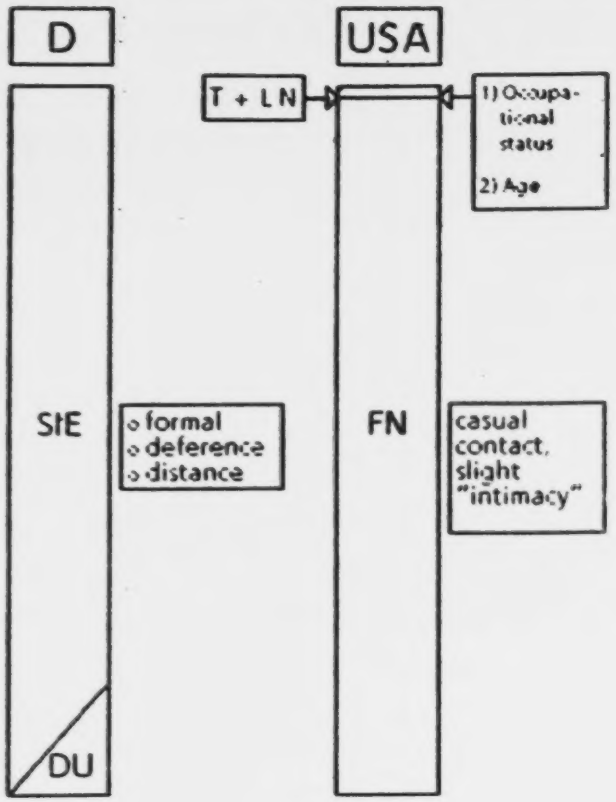
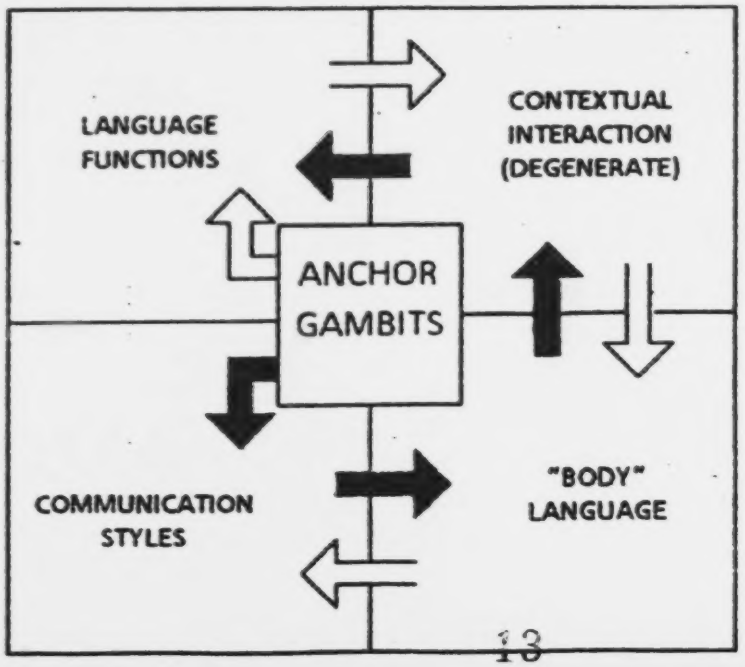
4) Intercultural Interactions, Vol. 9, Cross-cultural Research and Methodology Series, Sage Publications (1986)



Sie / du v. First Names

Processing, practising and sensitizing to the cue language and what it communicates forms the pragmatic touchstone of the workshop.



As far as formal training approaches and methodologies are concerned, there are two basic routes the trainer can take, a choice which will very often depend on the linguistic skills level of his / her group. The first route starts out from the **ANCHOR GAMBITS** and progresses then to alternative ways of communicating the same thing, to the role of intonation, emphasis, intended message in coded form, through the markers of body language, posture etc. to finish up with a synthesis for one general communication style such as small talk, presentations, negotiating etc. As already mentioned, the group ability level will dictate both the pace and the number of steps to be covered. With a weak group, for instance, it might be imperative to go straight from **ANCHOR GAMBITS** to a simplified version of the communication style in question. The other route rolls the process back, starting with the communication style itself and working back to the **ANCHOR GAMBITS**. A good group is not only capable of dealing with this method, but also learns a lot because they are given the opportunity to both analyse and reflect while at the same time being equipped with absolutely safe gambits for situations where they either cannot anticipate or cannot clearly read the communications signals,

the preferred pedagogical method on the first route would clearly be

- Establishing level of passive awareness of anchor gambits
- Testing level of active use of anchor gambits
- Explaining function and sequence
- Transferring chunks of sequence through mini-exercises
- Building mini-exercises up to full sequences with spiralling approach
- Feedback as continuous accompaniment
- Analysis of skill level reached
- Preparation to use skill in role game situation

The second route implies a more flexible, but nonetheless, planned pedagogical strategy.

- Analysis of end effect of communication sequence ie. was the result the intended result on the part of both communicators or not?
- What were the main factors leading to this result?
- To what extent was the result reached by non-verbal communication, eg. eye contact, gestures, posture, distance, personal energy level, listening markers, head movements etc.?
- What was the language saying on the surface? What role did inflection, intonation, emphasis play?

- What was the meta-language like? Eg. ums of reservation or encouragement, pauses, sudden shifts from formal to informal level (with a purpose?), shift back to formal (offended?)
- What purpose did interruptions serve? (disruption, clarification?)

- Degenerate language refers to the "impure" language of everyday communications, whereby the rules are broken or bent to achieve communication, or where they are stuck to too literally in an effort to be clear, but in fact result in an unintended communication or miscommunication (in other words, there is an expectation of linguistic "degeneracy" in the partner, so he misconstrues overdone correctness). A few examples might be in place here.

A: Ask the driver what time we get to Scottsdale
B: Excuse me, can you tell me when we get to Scottsdale?
D: Don't worry, buddy, it's a big place. We're not gonna miss it.

The driver understood a request for information, but misunderstood the intended sense of **when**.

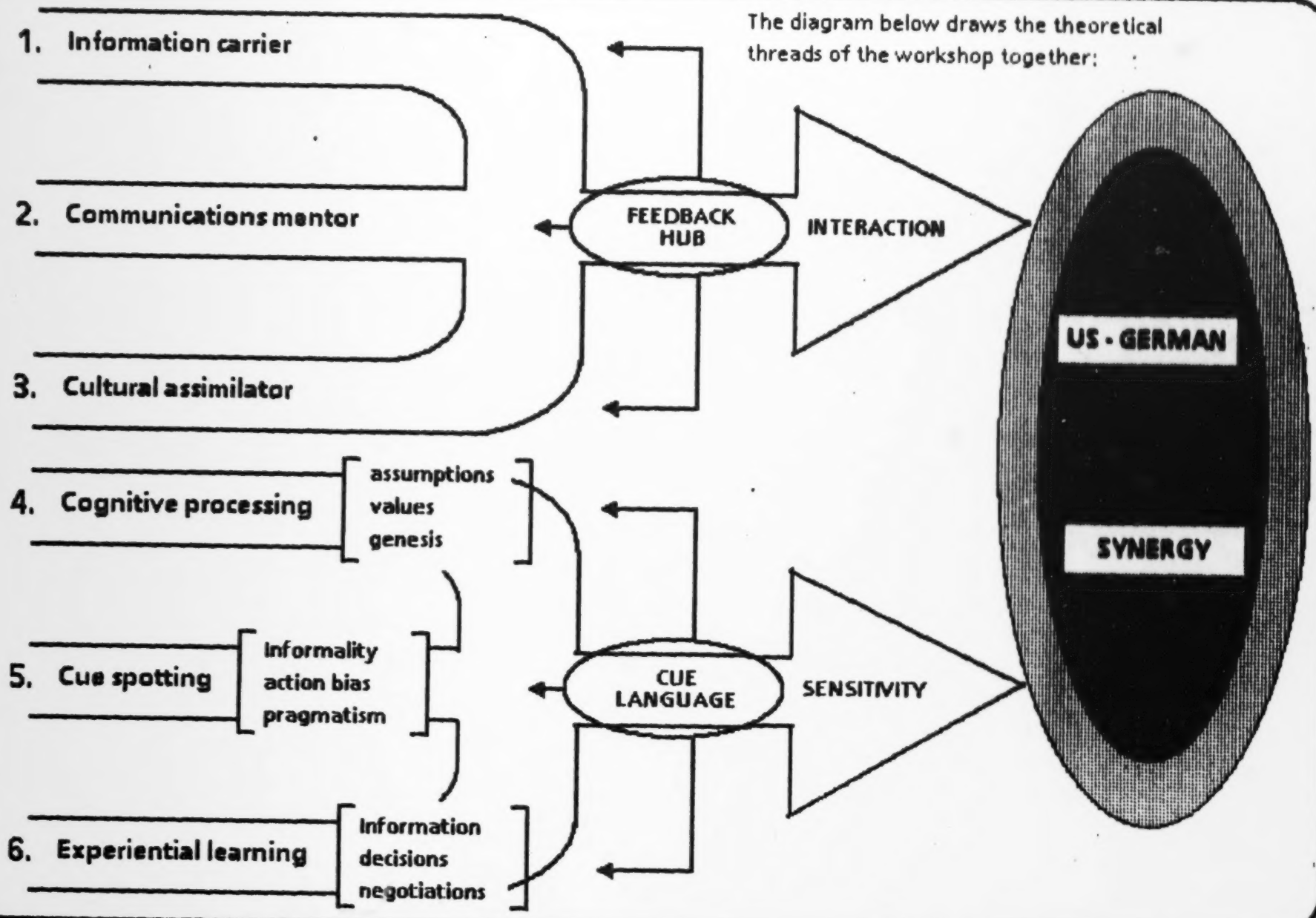
A: Is this coffee sugared? (intention = complaint)
B: I don't think so, does it taste like it is? (interpretation = genuine request, therefore no apology as A wishes)

A: I wonder if I might respectfully request you to refrain from flatulent manifestation (form = ultra- polite, intention = ultra-rude or at least completely out of order)

A: Have you brought the overheads?
B: Yes, I have brought the overheads.
Intention = clear answer
communication = annoyance at being asked.

These examples are adapted from "Cross-Cultural Pragmatic Failure", Jenny Thomas, 1983 where she distinguishes between the linguistic force of a communication (= language) and the pragmatic force (= cultural interpretation). This is especially important for feedback, where the trainer should differentiate between language feedback (= level 1, L1) and communications feedback (= level 2, L2). It is probably advisable to keep the 2 types of feedback separate, ie. running the video twice, each time from an entirely different perspective and concentrating in the second run on L2 with occasional reinforcement of L1 feedback where particularly crucial grammar, gambit, vocabulary issues have arisen.

The diagram below draws the theoretical threads of the workshop together:



4. The "Real Life" Element

The participants in "Effective Communication with US Business Partners" are not expected to be in active command of all the communication styles relating to the some 20 main American values treated; and the aim is certainly not to implant a little "American" homunculus who can pop out of their mouths like a cuckoo at will. They should, however, be able to pick up the cues to the values, interests, expectations and assumptions being communicated by their American partners. More than this - they should be able to react adequately without abandoning their own culture, mentality or individuality. This is quite a tall order in 5 days, and, of course, as seminar veterans all know, the main problem with many seminars is that they very often have little to do with real life.

We felt that a theoretical seminar, though valid in its own right, was not enough for establishing a realistic basis for US-German synergy. With this in mind, we deliberately built in a 3-tier approach to the intercultural interactions of the workshop. (I should mention at this point that the number of participants is 16).

- The first tier is represented by the 4 trainers themselves, who are Americans with a lot of experience in both language and communications training together with experience of both the German language and mentality.
- The second tier consists of 4 "ordinary" Americans with virtually nil experience of Germans and their language. These "guests" carry the brunt of social interactions, modeling informality, small talk, direct and indirect question modes etc.
- The third tier comprises US businessmen, whose business experience has largely been gathered in the United States, and who are in Germany on short-term contracts either with European companies or as consultants. The framework for their interaction is a role game, "Venture Capital Adventure", whereby a US-German start-up company is to be formed to launch a new product on the American market. The businessman together with the trainer (= US Venture capitalist) form the US axis for sessions building up from "sounding out" to presentations, negotiations and reaching agreement, though agreement is not necessarily the outcome as has sometimes been the case.

The debriefing takes the shape of a "cultural audit" of the general and business values arising out of the 4-day role game. Video - and other - commentary and feedback is handled by a trio of trainer plus American guest (whether in the social or business category) and participant observer who comments from a German values and communication angle.

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Perhaps, in conclusion, it might be useful to concretize the issue by detailing one day of the workshop, the day focussing on perceptions arising from differing expectation, assumption and value patterns and how they affect communications in negotiating situations. Just as it's fruitless to try to answer the question, "which animal has the sharpest vision?" - the chameleon has perfect tunnel vision for judging exactly how far the next fly is from the tip of its tongue, whereas the eagle can spot its prey at 5 kilometers - it's a waste of breathe to argue about the rights and wrongs of how an American or German businessman "sees" a negotiation, since both are zeroing in on the same situation with their - different - built-in cultural coordinators.

- Breakdown of Seminar Day

Time	Item	Methods / Materials	Objective
8.15 - 8.45	Overview	Overheads Albatross mine	Tone of the Day Track 1
8.45 - 9.30	Gordon White	Videofilm showing British view of Americans and American business	The foreigner applies his perceptual grid
9.30 - 10.15	Exploitation	• Hidden Differences sheet with German and American views of each other • Archeological game	To get to the root of stereotype thinking ie. a perception based on either a part of the whole, or a distortion of that Track 1
10.15 - 10.30	COFFEE		
10.30 - 11.00	Iacocca	American business perceptions as seen in Iacocca interview	To clarify attitudes, values operating in contrasting perceptions of reality
11.00 - 11.45	Comm. Styles (1)	Negotiation Gambits • Shopping mall game as mini-exercise introduction to Anchor Gambits	To firmly anchor how to agree, disagree, hedge, object etc. Track 2
11.45 - 12.00	Song		
12.00 - 12.45	Nuclear Site Negotiation	• Ps fill out Questionnaire X (previous evening) • They are allocated roles • 30 mins. time to negotiate a solution Videorecorded	Exercise in negotiations skills involving mind and emotions Track 3 Track 3
12.45	LUNCH		
14.00 - 14.30	Video Feedback	• Language feedback • Comm. feedback (observor sheet)	Track 3
14.30 - 15.00	Iacocca cont'd		
15.00 - 15.30	Exploitation	discussion with American guests	
15.30 - 15.45	COFFEE		

Time	Item	Methods / Materials	Objective
15.45 - 16.15	Humor	Hogan's Heroes	Stereotyping
16.15 - 16.45	Comm. Styles (2)	Gambit Review	
16.45 - 17.15	Role Game Prep.	Each company will prepare to explain its launch plans to potential American partner	Track 2
17.15 - 18.00	Role Game	Negotiate deal with American partner for American market	To test perceptions and communication flow with bona fide American business person Track 3
18.00 - 18.30	Roundup		
18.30	DINNER		
19.30 - 20.15	Video Feedback	with comment from American guest	Track 3
20.15 - 21.15	Evening program	This Week (video)	

Cue language refers to those communication styles and modes in a language which contain, formulate and convey the basic mentality of a cultural group together with its underpinning matrix of perceptions, cognitions, beliefs and emotions.

This approach to intercultural communication in international business has proved to be not only successful but also effective and efficient - a not unimportant business consideration for multinational corporations.

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